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## CURRENT EDUCATIONAL LITERATURE

*The Forum*, October, 1895.

The Renaissance in English. By Richard Burton.

Higher Pay and a Better Training for Teachers. By Jno. Gilmer Speed.

*The Popular Science Monthly*, October, 1895.

Professional Institutions. VI. Man of Science and Philosopher. By Herbert Spencer.

Studies of Childhood. XI. Material of Morality.

(Continued.) By James Sully, M. A., LL. D.

*Cosmopolitan Magazine*, October, 1895.

State Universities. By Richard T. Ely.

*Blackwood's Magazine*, September, 1895.

Oxford Then and Now.

*The Nineteenth Century*, October, 1895.

The Proper Pronunciation of Greek. By J. Gennadius.

A Great University for London. By the Right Hon. Lord Playfair.

*The Epoch*, (Washington, D. C.) April, 1895.

Laboratory Methods in the Washington High Schools. By C. M. Lacey Sites, A. M., Principal of the Eastern High School, Washington.

It is a large part of the mission of the secondary school to give to the mind of the pupil a strong and healthy development in the recognition of relations between man and man and between man and the physical world about him.

To understand his relations to things, the pupil must come into close contact with things. It is with this general idea—the necessity of training the boy or girl to search out the reason and meaning of facts—that we apply the laboratory method to all the subjects of study in our High School course. The first fact put before the pupil in Latin is the primary fact, the language itself, the living language as Caesar wrote it—not an array of rules and forms, secondary facts concerning the language. From the primary materials the student is taught, by the inductive method, to work out rules for himself. Taking in hand the thing itself, he proceeds to observe, formulate, generalize. Is not this the true laboratory method? The same may be said of the other languages.

In mathematics and in history similar methods are adopted. The thing must precede the definition and the operation induce the rule. Antecedent conditions must explain events, and specific instances lead up to general characterizations.

While the subjects in the physical sciences are necessarily elementary in their scope, still the same methods are followed as are followed in the higher schools, namely, the pupil is taught first, to observe with accuracy; secondly, to infer with precision; thirdly, to express the results of his own ob-

servations and inferences either by drawings or models, or in the clearest and most cogent language. The results obtained are highly gratifying. In the progress of the pupils from year to year one can see the gradual and steady increase in strength of mastery, in independence of thought and in the power of effective expression and clear representation.

The work in English Literature is placed, so far as possible, upon the basis of the pupil's individual thought. No author is studied merely with a view to the ascertaining of what his style is, what were the facts of his life or what particular school of thought he contributed to develop, but with the constant aim to enable the pupil to make the thought of the author become, so far as it is worthy of such adoption, his own possession; to assimilate the ideas and to absorb the excellences of style and of diction; these materials he is immediately to utilize by a healthy exercise and display of these very qualities in practical composition work.

From the very beginning the pupil is taught to take in hand the subject, simple at first and *gradatim* more complex, for the purpose of expressing in clear and forcible language, with due regard to arrangement and subordination, the ideas that he derives from observation. Constant and scrupulous care is exercised to prevent the tolerance of any habits of inaccuracy or carelessness in expression or in thought. In the use of English in every department of school work, whether the expression of the thought is oral or written, it is insisted that there shall be, first, vigor of thought, secondly, good sentence structure in oral speech, thirdly, correct pronunciation and clearness of articulation and, in written discourse, correct spelling and respectable penmanship.

In all these methods the one grand object in view is the training of men and women for the activities of life—the development of citizens who shall be prepared, when they enter upon the active world, to mingle with men and do well their part in promoting the advancement of the race. It is, therefore, properly a part of the system that pupils are trained to the utmost possible self-reliance in conduct as well as in thought, that the discipline, so far as practicable, is that of self-discipline in order to the establishment of a firm ground-work of moral character.

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## FOREIGN NOTES

### BRITISH CONSERVATISM IN SECONDARY TEACHING

*The Evening Post, (New York,)* Oct. 7, 1895

A year ago we published some of the results of the work of the Oxford and Cambridge School Examination Board for the year 1894, calling attention to the evidence borne by them as to the conservatism of secondary education in Great Britain in respect to the teaching of the natural sciences. The tables for the present year show a still stronger preference for classical studies, for, though the number of candidates for certificates has increased by two hundred, those presenting the natural sciences are less in proportion than in the previous year. Two-thirds present Latin and more than a half